Overview and Workshop - Phnom Penh 2015

“I’ve learned many useful activities which are applicable in my classroom and I cannot wait to apply them.”

Bui Huynh Thuy Phuong, Vietnam

“My experience at CamTESOL will help me develop my teaching skills and broaden my knowledge in teaching. This is definitely beneficial to my professional development.”

Henny Herawati, Indonesia
What is Cam TESOL?
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What is Cam TESOL?

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• increase the links between the ELT communities in Southeast Asia and the international ELT community

• showcase research in the fields of language and language education.

http://www.camtesol.org/home-1
What else is CamTESOL?
It’s big!
Who goes?
ESL teachers
The Workshops
THE FRAMEWORK IN ACTION: EXTENSIVE READING

- **Choice**
  - Which level of graded reader?
  - Which book to read?

- **Goal Setting**
  - Decide a number of pages to read in a week/semester

- **Evaluation**
  - Read a book
  - Was the goal (number of pages) achieved?

- **Reflection**
  - What strategies were successful or not successful?
  - Was your time management efficient?
  - How can you do better next time?
And afterwards?
Angkor!
Angkor!
Questions or Comments?
Adapting the Course Book

Maximising Opportunities for Communicative Practice

Orlando Savage
CamTESOL 2015
The ESL Student Book
The ESL Student Book
The ESL Student Book
Speaking Spaces
1. What do you look for in a holiday destination? Discuss with a partner if these things are important or not.

3. Underline four things in the text that you think are surprising or interesting. Compare with your partner.

6. Are you happy with the way you use your time? What would you like to spend more/less time doing? Discuss in groups.

4. Mark the following statements True, False or Don’t know. Then compare your answers with a partner.

b. Swap books with a partner. Ask questions to find out why your partner wrote down these places. Were any of your answers the same?

Why did you write …?

Because it’s the second biggest city in my country … I think!
4. Mark the following statements *True, False* or *Don’t know*. Then compare your answers with a partner.
Non - Speaking Spaces?
Non-Speaking Spaces?

The Language Focus

Module 6

4 Use and non-use of articles

1 Basic rules

a Indefinite article

'One is not sure when we don't know which one' because the thing is not specific:

- *is one of my friends. (*there is only one person)*
- *not one of my friends. (*there is only one person)*

b Definite article

We use the when we know which one because the thing is specific:

- *is unique (there's one in that cemetery)*
- *the Apollo Hotel in Madrid* in that city has only one.
- *the emperor in the photo* the simplest way to find a hotel is to think of it as the only one there. If you need
- *has been mentioned before.
- *the man over in there* I thought of it, and so the next word is a single.
- *is defined by the phrase which follows it,

What's the name of your friend?

6 No articles

We do not use an article when we talk about things in general:

- *is living on a remote island. (Is is very sparse)*
- *with the names of people, places, or things that are only one thing.*
- *is a beach in the south of France.*

7 Fixed phrases

These are fixed phrases with and without articles. It is best to learn them individually. These include:

a *One of the most important of the... Just got back to the town after having walked on the beach. He left the other day to the same*

5 Areas that often cause problems

a Jobs

If there are many people doing a particular job, we use *a*.

My husband is a doctor. (*there are many doctors)*

b Superlative

We use the with superlative adjectives.

*She is the best person for the job.*

c First and last

These adjectives can be used without *the*, but there is a change of meaning:

*I saw that shirt just the other day.*

*It's the first night of our holiday.* It's the first and

I'll see you next week. (*the other day)*

5 Institutions: school, prison, university, church, home, hospital

With words like these, actually, usually, etc., we use no article when we are thinking about the institution, and the normal purpose we use it for.

*My sister had to stay in hospital overnight.*

However, if we are talking about the building, we use the.

*Our flat is across the road.*

3 Use and non-use of definite article with phrases of time and place

a Phrases of time

Some time phrases take the:

- *Date: (the 10th of November/ December the 25th)*
- *Parts of the day: in the afternoon, in the morning, in the evening, at two o'clock.*
- *Decades: the 1980s, the 21st century.*

Other time phrases take no article:

- *Years: (2000, 2002, in summer)*
- *In the past: (in August, on Friday, every other Saturday)*

b Places

The names of most countries, continents, islands, states, provinces, towns and cities do not take an article.

*Area: (in Sydney, from Tokyo, in Australia)*

Europe, the Czech Republic, the Netherlands, the U.S., the Arab World, the USA.

- *In the other corner of the room, on the coast.*

- *In the next area, on the other side of the street.*

- *Main roads, streets, parks, bridges, shops and restaurants do not take an article.*

Countryside, Paris, Oxford Street, Tower Bridge.

- *The names of squares, cinemas, hotels, galleries and public art works.*

The Musings, the National Theatre, the Opera, the arts.

- *The names of particular mountains and lakes do not take an article.*

The Alps, Ararat, Adam's Peak.

- *Mountain ranges, rivers, seas and oceans take no article.*

The Alps, the Nile, the Andes, the Atlantic, the Pacific.

5 Different ways of giving emphasis

1 Interrogatives

- *absolutely, completely, really, so, very, these words to add weight to adjectives, her new book is absolutely brilliant.*

- *It's amazing.*

Absolutely and completely are usually used with adjectives (for example: fantastic, awful, etc.) which already describe an extreme or absolute quality.

The weather was absolutely perfect, not complicated - the second half of the month was completely awful. Absolutely.

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Non-Speaking Spaces?

#### The Language Focus

**Module 6**

**1. Use and non-use of articles**

1. **Basic rules**
   - **Indefinite articles**
     - 'a' or 'an' are used when we don't know which one: because the thing is 0 or plural.
     - 'is' one of many.
     - 'a' or 'an' never come before: one or many articles.
   - 'The' is not used.
     - 'not' (not bought/renovated).
   - 'That' has not been mentioned before.
     - 'has not been mentioned before.

2. **Definite articles**
   - 'The' is used when we know which one: because the thing is present.
   - 'Is unique (for unique in that century).
     - The Pacific House Hotel.
   - 'Not the only used: is there in only one
     - shirt waist - the simples was a female 19th cent. (and there is only one piece, in this case)
   - 'Has not been mentioned before.
     - The man grew onto the hotel.
   - 'Is defined by the phrase which follows it.
     - What is the man's name now?

3. **No articles**
   - We do not use an article when we talk about things in general:
     - 'The' is the only used, unless you are talking about the specific.
     - 'Is there in only one
     - The man grew onto the hotel.
   - 'Is defined by the phrase which follows it.
     - What is the man's name now?

4. **Fixed phrases**
   - There are many fixed phrases with and without articles. It is best to learn these individually. These include:
     - 'To go to the mountains, to go to the river, to eat in a restaurant, to eat in a restaurant.'
   - 'That is, the man grew onto the hotel.
   - 'That is, the man grew onto the hotel.

5. **Areas that often cause problems**
   - **Uses**
     - 'There are many people doing, a particular job, we use the.

6. **Different ways of giving emphasis**
   - **Intensifiers**
     - 'Are you with the prof. programs: what is the only one
      - 'Is there in only one
     - 'That is, the man grew onto the hotel.'
Non - Speaking Spaces?

Readings

Getting it right

- Use and misuse of articles
- Different words for given emphasis
- Reading and vocabulary - word one sentence
- Text: Read a list of tips on how to...
- Paraphrasing: Times for emphasis, information for giving advice
- Listening and writing: taking notes
- Readable, clear dialogue and helpful suggestions

Reading and vocabulary

1. Read the titles of the four texts and answer the questions.
   a. Which text do you think this is the most similar to?
   b. Do you think they can be used in a dangerous situation?

   - Non-speaking spaces
   - Reading skills
   - A piece of clothing
   - A house
   - B: A house

2. Do you know what to do in these circumstances? In groups, make a list of ideas, but do not read the articles yet.

3. Read and check. Which ideas on your list were correct? Were you surprised by any of the advice?

4. Use the context to guess the meaning of the words.
   a. A wound (line 3)
   b. A plaster (line 4)
   c. A bandage (line 5)
   d. A dressing (line 6)

5. Discuss the following questions in pairs.
   a. Why should you pick at a wound or let it heal on its own?
   b. Why do you think it makes sense or dangerous to put a dressing on a wound?
   c. Why do you think washing wounds can help prevent infection?

6. Discuss the following questions with the rest of the class.
   - Have you or someone you know ever experienced all these or similar situations? What happened?
   - Do you ever worry about non-speaking spaces? Which of the situations would you find most frightening?
   - What kind of situations most frighten you? Why?

Worst case scenarios

- How can you survive an earthquake?
- How can you deal with a charging bull?

How to survive an earthquake

If you are inside, stay there! Get under a desk or table and hold onto it or move into a spideray. The next best place is to a doorway or against a solid wall. Stay clear of windows, furniture and heavy objects. Stay put in your place of work and talking. If the building is shaking, or if there is one on the other side of the building, you must stay put. If you are hurt or sick, but you can take a walk, make sure the traffic is possible. Do not stop in a crowded area, at an open door, or at a traffic light.

How to deal with a charging bull

Do not antagonise the bull and do not move. Roll with generally keep humans at a distance unless they become aggressive. Look around for a safe haven - an escape route, a place to hide, or high ground. Barring wind is not to help unless you can reach open door or fence to turn it as an aid. If you are hurt or sick, but you can take a walk, make sure the traffic is possible. Do not stop in a crowded area, at an open door, or at a traffic light.

Addendum from the local police and state handbook:
IELTS Writing

ACADEMIC WRITING Task 1

You should spend about 20 minutes on this task.

The diagrams below contain information about land and light penetration under the ocean. Write a report for a university lecturer describing the information shown below. You should write at least 150 words.

Remember!
- In Academic Writing Task 1 you will always have to turn graphic information into written text.
- The information may not be presented as a graph or chart but may be a diagram or picture.
- The topic will be related to a field of study.
- There may be more than one diagram. If so, you should attempt to link the information in some way, i.e. comparing, contrasting, finding similar information.
- If the chart contains text, do not copy the phrases or sentences straight from the diagram into your report.
- If you do borrow any words from a diagram, make sure you spell them exactly as they are spelt in the diagram.

Approach
- Look at the diagrams or charts and consider the overall information they provide. Explain this.
- Look for any common features which link the two diagrams.
- Describe the information in a way which highlights the main ideas. Support these with some relevant details.
- Leave time at the end to check your answer for errors in grammar, spelling and punctuation.

Profile across the sea floor of a continent (not to scale)

Depth zones of the ocean

Non - Speaking Spaces?
The Jigsaw & Peer-Teaching
The Jigsaw & Peer-Teaching
The Jigsaw & Peer-Teaching
The Language Focus
Preparation Stage Before Class

- Choose a language focus/text that is easy enough for students to understand and explain to a partner. This (generally) works better with higher levels.

- Before class, divide the language focus into two or three parts.
Preparation Stage in Class

• Instruct students that they will be peer-teaching a partner.
• Learners read information, understand information.
• Learners will teach information *in their own words*.
• Encourage them not to read aloud to their partner.
• Learners can use the text to illustrate language points or to prompt memories.
• Let students know they *do not need to understand or remember everything*.
• Good and bad modelling works – use your own words and prompting
• Give students preparation time alone. Encourage questions!
• After time alone, group students with *the same section* (checking, asking, L1 time)

*(Instructions 1-8)*
Preparation Stage: Working Alone & Group Review
Peer-Teaching

- Pair two learners who read opposite sections.
- Learners teach the other their part.
- Encourage learners to ask for clarification from partners and yourself.
- Walk around and assist when needed.
- When finished, give learners time to read the opposite section.
- Review the language focus together.

*(Instructions 9-12)*
Jigsaw & Peer-Teaching
ACADEMIC WRITING Task 1

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- Look at the diagrams or charts and consider the overall information they provide. Explain this.
- Look for any common features which link the two diagrams.
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- Leave time at the end to check your answer for errors in grammar, spelling and punctuation.
Selecting Appropriate Texts

Consider:

- Lexical density & unknown vocabulary
- Challenging text types (complex narratives / spoken texts)
**Jobs**

If there are many people doing a particular job, we use *a/an*.

*My husband is an architect.* (= there are many architects)

But if a job is specific to one person, we use *the*.

*He is having talks with the French foreign minister.* (= there is only one)
Jobs

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**COMPLEX NOUN PHRASES AND RELATIVE CLAUSES**

Many complex noun phrases include relative clauses, and many relative clauses contain a reduced form. These complex noun phrases and relative clauses must be seen as one unit of meaning; that is, you cannot separate the relative clause from the noun it refers to.

Example: This is a preliminary version of a multi-trait scale that could be used by instructors and students to assess the quality of websites chosen as source materials in students’ research papers in a Humanities program.

In the example above, there are two relative clauses, one inside the other. This is very common in academic writing.

Both of the relative clauses are part of the same complex noun phrase, and cannot be separated from the noun *multi-trait scale.* The second relative clause defines *websites.*

The whole complex noun phrase is:

*a preliminary version of a multi-trait scale* that could be used by instructors and students to assess the quality of websites chosen as source materials in students’ research papers in a Humanities program.

Note that the main noun is *version.*
Achievable

Writing

→ You are now ready to write a paragraph about your last holiday.

Step 1: Read the sample paragraph.

Holiday in London

Sample: Best friends, Jason and Josh, went to London last July. They flew to England with Qantas. The friends stayed for three weeks in a serviced apartment near Trafalgar Square. The apartment was small, but modern.

During the day, Jason and Josh took a double-decker tourist bus around the city. They saw a lot of famous buildings and visited many interesting museums. At Buckingham Palace, Jason stood next to a very serious guard and Josh took a very funny photograph. At night, they went to various pubs and had typical English food. Their favourite was mashed potato and sausages. The boys bought Manchester United T-shirts and Josh bought silver earrings for his girlfriend.

The friends really enjoyed their London holiday. The weather was great and the people were extremely friendly. They only had two problems: the double-decker bus was crowded and the traffic was very noisy.
Achievable

Writing

→ You are now ready to write a paragraph about your last holiday.

Step 1: Read the sample paragraph.

Holiday in London

Sample

Best friends, Jason and Josh, went to London last July. They flew to England with Qantas. The friends stayed for three weeks in a serviced apartment near Trafalgar Square. The apartment was small, but modern.

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AEP1

Less achievable!

I really wanted to learn. Maybe it was because of that scene in one of the very first James Bond films, where a beautiful actress comes out of the sea looking fabulous, with oxygen bottles on her back — I could see myself looking just like her. So, two years ago I booked a holiday which included a week’s intensive course. On the first day of the course I was incredibly excited. First we had two hours of theory, and then we went into the sea to put it into practice. But as soon as I went under the water I discovered that I suffered from claustrophobia. I __________ do it. After about half an hour I gave up. Every evening for the rest of my holiday I had to listen to my scuba-diving classmates talking about all the wonderful things they had seen that day on their diving excursions. I __________ join in the conversation was very frustrating.

I still love swimming and snorkelling, but I think that I have to accept that scuba-dive.

Bea, USA
The “How to…” Genre (giving advice)
The “How to…” Genre (giving advice)

Advantages:

• It is instructional.

• The imperative (*Come to CamTESOL. Choose a workshop. Find the room.*)

• Thematic paragraphing and easy division of paragraphs

• Topically interesting to students:
  - “How to behave when travelling to other countries”
  - “Surviving a first date”

• The “how to…” genre is everywhere!
The “How to…” Genre (giving advice)

How to survive an earthquake

If you are indoors, stay there! Get under a desk or table and hang onto it, or move into a doorway. The next best place is in a hallway or against an inside wall. Stay clear of windows, fireplaces and heavy furniture or appliances. Get out of the kitchen, which is a dangerous place. Do not run downstairs or rush outside while the building is shaking, or while there is any danger of falling and hurting yourself or being hit by falling glass or debris.
The “How to…” Genre (giving advice)

How to prepare for Part 1

- Make a list of possible topics you could be interviewed on e.g.
  - your home
  - your country
  - your job
  - your interests
  - your school
  - your family
  - food
  - festivals
  - clothes
  - books
  - films
  - transport etc.

- Write questions for each of your topics and get a family member or friend to ask you the questions or put them on an audio cassette and test yourself responding to them.

- Record yourself answering the questions and listen to see how you can improve your responses.

- Make sure you know all the vocabulary necessary to talk about these topics. Practice the pronunciation of any new vocabulary.

- Think about the language that will be useful e.g.
  - ways of expressing likes & dislikes
  - linkers like ‘even though’ and ‘unless’
  - tenses to talk about the past and present and your experiences e.g. ‘I've never been to Europe.’ or ‘I went to London for a holiday in 1998.’
**A WORLD GUIDE TO Good Manners**

How not to behave badly abroad

by Norman Ramshaw

Travelling to all corners of the world gets easier and easier. We live in a global village, but this doesn’t mean that we all behave in the same way.

**Greetings**

How should you behave when you meet someone for the first time? In France, Canada and the United States, it is polite to shake the person’s hand and say, “Bonjour.” In Japan, you should bow and say, “How do you do.”

**Clothes**

Every country has rules about what you should and shouldn’t wear. In America, for example, you should try to dress appropriately for the occasion. In Japan, you should be more formal and wear traditional clothing.

**Food and drink**

Be polite and ask for help if you are unsure. In France, try the local cuisine and eat at the right time. In Japan, you should be polite and eat with chopsticks.

**Doing business**

In many countries, it is important to be polite and courteous. In France, the businessman should greet the businesswoman first. In Japan, you should greet the businesswoman first.

**Extra tips**

- **In France,** you should sit down at a table and order. You should not use your hands to eat or drink.
- **In Japan,** you should use chopsticks and eat with your hands.
- **In the United States,** you should order from the menu and eat at the right time.

**Conclusion**

By following these tips, you will be able to behave well in any country.

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**Read the text.**

**How to survive meeting your girlfriend’s parent for the first time.**

It’s stressful, but these top tips can help you to get it right.

1. **Be punctual.** It’s very important to arrive on time.
2. **When they greet you at the door, shake the father’s hand first.** If you’re handed a drink, accept it and say thank you.
3. **Ask your girlfriend what kind of greeting her mom will want.**
4. **Call her parents Mr. and Mrs.** (or something similar)
5. **Be ready for questions about yourself.**
6. **Be sure to say something nice.**
7. **Ask if you can have a meal.**
8. **Be yourself and don’t be too much.**
9. **If the conversation is dying out, you can think of something to ask them.**

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**Wrong case scenarios.**

If your girlfriend’s parents are too formal, or if you don’t get along, it can be stressful.

1. **In France,** you should say “Bonjour” and eat at the right time.
2. **In Japan,** you should use chopsticks and eat with your hands.
3. **In the United States,** you should order from the menu and eat at the right time.

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**And vocabulary.**

- **Bonjour** (hello)
- **Merci** (thank you)
- **Au revoir** (goodbye)
- **Pouvez-vous** (may I?)
- **Combien coûte** (how much?)
- **Désolé** (I’m sorry)
- **Oui** (yes)
- **Non** (no)

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**Module 6.**

Doing the right thing.
The Benefits

- Developing communication skills
- Making the most of course book resources
- Deepening engagement with content (communication with purpose)
- Encouraging student awareness of, and reflection on one’s own learning & learning process’
- Fostering an environment of collaborative learning and teaching
References


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Questions or Comments?